



## **DSEN Information Report**

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Name of DSEN Governor: Esther Kitchen

School Offer link:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=TQNlbSqlqMY&localofferchannel=0>

<https://www.sithney.cornwall.sch.uk/website/send/292326>

### **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with DSEN. Pupils are also encouraged to take responsibility and accountability for their own learning.
- An inclusive, differentiated and personalised approach to enable all learners, including those with DSEN, to engage with all aspects of school life. This accounts for all types of learner and whole school topic themes inspire and enthuse the learning.
- Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content and support.
- Teaching Assistants are fully involved in the planning and assessment processes in school, taking an active role in differentiating learning to enable pupils to engage in lessons.

### **Accessibility for Disabled Pupils:**

The school plans, over time, to develop the accessibility of provision for all pupils, staff and visitors to the school (see the school accessibility plan on the school website). The main priorities in the school's accessibility plan are in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.

For all admission information regarding pupils with DSEN, refer to the Southerly Point Cooperative Multi Academy Trust Admissions policy which can be found on the school website.



### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching by the Senior Leadership Team and Subject Co-ordinators.
- Identifying and tracking the progress of children that require support in order to narrow the gap by....
  - Analysing data half termly, focusing on both attainment and progress.
  - Identification of children requiring DSEN Support and implementation of "assess, plan, do, review" cycle.
  - Individual provision maps are reviewed regularly and updated as needed.
  - Pupils added to the register of need.
  - Considering prior knowledge of pupils (inward mobility from other schools/pre-school setting)
  - Outside agency guidance and support sought.
  - Consideration of application for Education, Health and Care Plan.

### **How we identify children that need additional or different provision:**

- Staff observations – TAs and HLTAs consulting with Teacher. Also parental concerns monitored in school.
- Class teacher refers to SENCO – discussion and observations referred to.
- Ongoing curriculum assessments
- Tracking progress using data and also using pupil individual trackers within school.
- Further assessments by specialists, including those from external agencies

We take a holistic approach by looking at all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with DSEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

### **How we listen to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Teachers, pupils and parents	Daily – pupils throughout the day. Parents before and after school.
Parents' Evenings	teachers, parents and pupils	termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment	Teaching staff – continually reviewing. Formally: termly
School Council	Whole school involvement	fortnightly
Pupil Conferencing	Teachers and Head Teacher with Pupils	Termly
Anonymous worries box	Pupils	As needed



### **The Assess, Plan, Do, Review Cycle:**

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the class teachers and SENCo in partnership with the child and their parents.

This year, provision made for children on our Record of Need has been:

- Communication and Interaction – Speech and Language support; 1-1 discussions; learning buddies; forest school; Socially Speaking groups; Coaching sessions for well-being; Autism Champion
- Cognition and Learning: Speech and language specialist; Assessments by Educational Psychologist; Specialist maths support; maths boost; SATs support group; specialist resources; Nessy spelling; mathematics
- Social, Emotional and Mental Health – educational psychologist guidance; CHaLK Counselling; Socially Speaking groups; Coaching sessions for well-being
- Sensory and/or Physical Needs – Physiotherapy; practical tasks to refine fine motor skills; Change for Life; Occupational Therapy sessions; sensory breaks

This is in addition to specific TA support.

During the 2017/2018 academic year, we had 21 children receiving DSEN Support, 3 pupils of which had Education Health Care Plans.

We monitor the quality of this provision by:

- Continually updating individual trackers
- Reviewing of IPM
- Assess, Plan, Do Review Documents
- Analysis of data –termly and annually.
- SENCo observations/pop- ins to classrooms.
- Records of interventions kept to support review and analysis of progress
- Designated time in staff meeting to review and discuss pupils
- Discussions between staff and SENCo

We measure the impact of this provision by...

- Pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored (percentages provided where possible e.g. Nessy spelling, so comparisons throughout the term can be made).
- Senior Leadership monitoring.
- Teaching assessment and identification as to where interventions need to take place, regarding progress and attainment.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:



- Specific support for individuals (Pupils with statements/physical needs e.g. occupational therapy exercises).
- Responsible for the delivery of specific group interventions.
- Group support in lessons.
- Pastoral support.
- Scribe and readers during lessons.
- Responsible for the delivery of individual learning plans (e.g. speech and language/EHCP targets...).

We monitor the quality and impact of this support by...

- Discussions with class teachers and teaching assistants
- Observations
- Records kept to identify where pupils are or are not making progress
- Data analysis

### **Distribution of Funds for DSEN:**

This year, the budget for DSEN and Inclusion was allocated in the following ways

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Sensory resources – personalised for individuals

### **Continuing Development of Staff Skills:**

Whole school training this year has included...

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
Dyslexia Awareness	All staff	Autumn 17
Phonics First	Maria Reid, Jo Rowe, Suzanne Bray	Spring 18 Spring 18
Speech and Language	Jo Rowe	Autumn 17
SENCo network meetings	Helen Neil	Termly
Epilepsy training	Matt Birchall Maria Johnstone Katie Paterson	Autumn 18 Spring 18 Summer 18
Autism Champion training	Maria Reid	Ongoing

### **Partnerships with other schools and how we manage transitions:**

We work with a number of schools in the area in the following ways:

- Transition mornings planned for Pre-school/EYFS



- All pupils had transition time in their new class one morning a week, for at least 6 weeks for KS1 and 1 week in the summer term for KS2.
- Pupils were offered extra transition opportunities, depending on need (Pre-school/EYFS and Y6)
- Transition days for Y6 with secondary schools
- Y5 and Y6 had opportunity to attend Transition Sessions, after school, throughout the school year to the local secondary school (taster sessions) – more than half attended
- Some Y6 pupils attended summer school opportunities with the secondary school they transferred to.
- Y6 pupils received visits from secondary school pupils and head of Y7
- Moderation meetings for teachers from a selection of primary schools, focusing on writing.
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This year 2 children requiring DSEN Support came to us from our pre-school. 4 children on our Record of Need in 2017/18 made a successful move to secondary school.

Parents are included in this process through meetings with new EYFS teachers; open evenings at secondary school; discussions with Y6 teachers where concerns arise; information sent home.

### **Ongoing development:**

We work hard to ensure that any areas of support for our learners, that can be improved, are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our DSEN Development/Action Plan. This can be found on our website.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to DSEN support and provision should follow the school complaints procedure, found on the school website.

This year we received 0 complaints with regard to DSEN support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school was Lucy Wandless for the academic year 2017 - 2018

(Deputy Safeguarding Lead is Jacqui Ames)

The Designated Children in Care person in our school for the academic year 2017 – 2018 was Lucy Wandless

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Or [www.supportincornwall.org.uk/localoffer](http://www.supportincornwall.org.uk/localoffer)

Our Accessibility Plan can be found on our website.

## SITHNEY COMMUNITY PRIMARY SCHOOL



Southerly Point Cooperative Multi Academy Trust Admissions Policy on the school website

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children with DSEN, can be viewed from our website.

Our DSEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this DSEN Information Report on:

**November 2018**